The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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From Your Director

by LAEL H. WESTBERG
Augustana Lutheran Church

THIS is our month for the quarterly *helps articles*. You will find an article related to each department and also an article giving suggestions for the next three teachers' meetings. Encourage your staff to follow the pattern set up for the meetings. The format gives you the very things teachers need—Bible study, information on teaching, practical helps for the next quarter's CGS lessons.

My column this month is given to Miss Gertrude Lundblad of the staff of the Board of Youth Activities. Miss Lundblad's concern is that more persons find the satisfaction of church work as a full-time vocation. The following is her appeal:

A Need and A Call

MAYBE you are a teacher in a public school, a secretary in a business office, or perhaps are serving in some other profession. And we trust that in your vocation you are a full-time Christian and active in your church. Otherwise you would not be reading this magazine. It is to you we address this question: "Have you ever thought of full-time church work as a vocation for *you?* . . . that God may be calling *you* to use your gifts and talents as a parish worker, parish secretary, youth director, or director of Christian education?

There is no other work on earth which can compare with the work of the Christian Church. There is no other work which has a greater

need for a consecrated staff of workers. Yes, God needs many workers in His Church. He needs every Christian to do his part in extending the Kingdom, but He needs some to be those who lead and guide. That's why we have pastors and church staff workers.

It is difficult to gather into words the challenges which confront a church staff worker; likewise, it is difficult to relate the joy found in meeting those challenges.

Who can measure the results of:

- ... careful attention to the multitude of details performed in a church office?
- ... door bells rung inviting the unchurched or new folks in the community to church?
- ... sharing the Word of God with shut-ins?
- ... church school teachers well trained in teaching God's Word?
- ... children brought into Sunday school from homes where they have never heard of Christ?
- ... the influence of a consecrated and enthusiastic youth director who plans, plays, and prays with a group of young people?
- ... an organ played to the glory of God?
- ... a choir which experiences dedicated leadership?

These, and many more, are the tasks waiting to be done in our churches—tasks of vital importance to God's Kingdom. The Church is looking for positive Christians, trained and enthusiastic, to be parish workers, secretaries, visitors, youth directors, directors of Christian education, ministers of music, and field missionaries. The harvest is always here. Where shall we find the laborers?

We must always remember that it is God who calls us, first of all to follow Him, then to serve Him. It is indeed wonderful to know that God wants us, and that He has a will for us, but even more thrilling to know completely and fully that we are within His will.

Opportunities-Abilities

Certainly it is not the will of God that there should be such a serious shortage of workers in the Church. Why, then, are there vacant pulpits, youth groups without leaders, choirs without directors? Maybe all have not heard His call; maybe all have not heeded; maybe all do not know of the opportunities and joy in church work.

Thus we present to you the needs. Perhaps you are the one God needs to be a part of the staff of a church. You know your interests and abilities. God knows you and you know Him. If you ask Him, He will guide you into

knowing whether or not your talents, interests, and devotion to Him should be channeled into full-time service in His Church. Your pastor and those already serving as church workers will be glad to counsel with you.

These few words do not begin to reveal all that there is concerning local church staff vocations. What are some of the tasks of a church worker? What are the specific needs? (At the writing of this article there are 53 openings in the Augustana Lutheran Church.) The Board of Youth Activities of the Augustana Lutheran Church, which serves as a clearing house for applications from those interested in this vocation, has a number of fine helps such as an excellent book, "Adventuring with Christ in the Church Staff Vocations" ($1.00), and several booklets and tracts. Your requests for further information are sincerely welcomed. Write to the Board of Youth Activities, Vocational Guidance, 2445 Park Ave., Minneapolis, Minnesota.

Maintaining Roots

by Wouter Van Garrett

WE are living in a day of rapid transit when far-away places beckon with tempting lures of something new and different. As a result many people pull up stakes and depart for what seems to promise greener pastures. Perhaps this situation is unavoidable under present industrial conditions.

Restless Multitudes

Being uprooted from the community where our forefathers may have spent their entire lives is very common these days. But there is a tragic element in the picture. Roots are being cut. Not only physical roots, but the restless multitudes that move about so frequently are also symbols of spiritual roots which have been severed—roots of a nourishing and sustaining faith.

There is a house near us that has had three generations of the same family living there. But today it stands in disrepair and empty. The present generation is on the move. It has long since turned its back upon the home of its ancestors and it has also cut its roots, perhaps without being aware of it *as yet*. There are four children under twelve years of age, and during the past five years, they have attended eight different schools in as many different communities. They have visited only two Sunday schools.

One wonders what "sense of belonging" can develop under circumstances like that. And yet this case is by no means unusual; there are others by the hundreds of thousands. Roots have been severed and there has been no opportunity to grow new ones because modern restlessness is keeping people on the move.

All the While

I have met hundreds of these families, and been in their homes. Many of them are unhappy and the feeling of insecurity seems to be growing, and yet many of them blame everyone but themselves

As a rule they insist that it is the community, and the church, that are unfriendly and unresponsive. So at the first opportunity they move on to the next place, and with each move their anticipation of being welcomed grows less and less bright and promising. All the while roots are dying on the vine.

The Bud Opens

And the greatest sufferers are the children. The parents may once have had roots established somewhere and they at least remember what it is like "to belong," but the children have never had that wonderful experience. I recall three sweet little children who came to our Sunday school several years ago. They came in so wistfully and so timidly that everyone felt like throwing his arms about them. Everyone welcomed them and tried to make them feel at home; and they responded much like a bud opens to the Spring sun. In a short time it was easy to see that Sunday school was the high point of the week for them.

I have never seen anyone express such spontaneous joy at being with a group of other children as they did. And how they listened to their teachers; they drank in every word about Jesus.

Then one Sunday morning they came, and oh what a difference! There were drying tears on their cheeks, and they looked so forlorn and hurt. We all wondered what had happened. And then the oldest one broke the news. They were moving to a new town the next day. This was their last visit to our Sunday school, and they didn't want to leave. They had made friends and they had begun to feel that they belonged to us. They did not know it as such but they had started to put down roots, and now they had to be severed.

Newcomer Plus Native

Most of us are at least somewhat familiar with the situation even though it is more critical in industrial communities than anywhere else. The thing that troubles the sincere Christian citizen is what can be done? How can we help to keep family roots from dying on the vine? And what part can we play in absorbing the new people who come into our communities, and in helping them to put down roots? Well, there is no easy solution. But it can be done if both the newcomer and the native work together and both really want to find a solution.

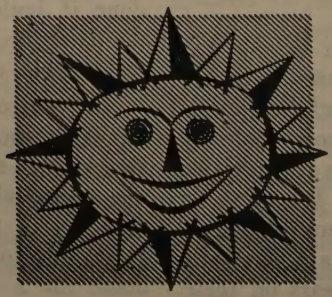
And, of course, the church and Sunday school can play a tremendous part in the project. As a rule the people who were loyal church members in their old homes will at least go to church in their new home for a few Sundays to see

what will happen—how they will be received. And here is where the personal influence of the native comes in; he must take positive steps to be friendly with the timid visitor. He must do everything he can to get the newcomer into a new church home. If he succeeds he has gone a long way toward getting a new set of roots started. The quicker the new people can be brought into the activities of the church and Sunday school the better for all concerned.

The new people, however, must be responsive and receptive. There is a tendency on the part of some to carry a chip on their shoulders, especially if they felt lonely and overlooked in the last few towns they lived in. If there is one experience in which a pleasant anticipation pays off it is when coming into a new community one does so with an expectant attitude. It is usually true that one gets what he looks for, that he receives the same coin he gives.

The same holds true for th secular activities in the town There must be a generous wel come so that the new citizen ca be readily absorbed into the group life. And the new folk must b readily absorbable. Both need t accept responsibility in getting thi huge horde of roving people t slow down enough to put dow some roots.

Wholesome family life canno exist without roots, not for long Both physical as well as spiritua roots are vital. Unless parents an children both develop and main tain these roots they tend to chang into gypsies. The church is th best place on earth to begin th process of growing roots whe one comes into the community a a stranger; and the church mem ber can be a great help in the proc ess.



Suggestions for Your Next Three Staff Meetings

For Your March Meeting

THE PURPOSE of the March meeting should be to study and make detailed plans for the April Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "The Great Gift," with this outline:

I. A Study in Contrasts
God's Goodness and Man's Default—John 1:1-2, 12; 3:16; Romans 5:12-13; 6:23

II. God's Gift
A. Jesus' Life and Death
Luke 24:13-20, 25-27; Mark 16:6; Philippians 2:6-11
B. Resurrection
Revelation 1:18
C. Ascension
John 14:1-7

III. The Meaning of Acceptance
The Great Commission
Matthew 28:18-20
A. Sharing the Gospel
Romans 1:8-15; I Timothy 4:11-16
B. Serving Others
Isaiah 61:1-2
C. Obeying God
James 1:22-25
D. Praising God
Psalms 100; 105:1-5

The Practical Information Period—thirty minutes.

This would be an appropriate time to discuss "Our Church and Social Missions." Emphasis should be placed on the current Advance For Christ through Missions of Mercy campaign with special consideration to its relation to the Sunday school. See your local leader or write Advance For Christ Headquarters, 2445 Park Avenue, Minneapolis 4, Minnesota, for resource materials.

Department Study and Planning Period—at least sixty minutes.

For this period the teachers of

each department should meet separately. Each teacher will need the spring quarter lesson material and this issue of THE CHURCH SCHOOL TEACHER. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
   a. Biblical bases and aims.
   b. Activities and materials needed.
   c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

► For Your April Meeting

The purpose of the meeting in April would be to make plans for the May Sunday school sessions.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "God's Message."

I. God Speaks
   A. Through the Word of Nature
      Psalm 19:1-4; John 1:1
   B. Through the Written Word
      II Timothy 3:15-17
      He gives us rules:
      Mark 10:43-44. Joh
      15:14; Ephesians 4:32
      Colossians 3:23; Psalm
      19:14; Luke 6:31, 10:27
      Romans 13:10; Philip
      pians 2:3-4; I John 3:18
      Psalm 92:1
   C. Through the Incarnat
      Word
      John 1:14; Hebrews 2:9
      12:2; I John 1:1-4

II. God Acts
   A. Through the Coming o
      the Holy Spirit
      John 14:26; Acts 2:1-4
   B. Through the Sacraments
      1. Baptism
         Mark 16:16; Titu
         3:5-8
      2. Lord's Supper
         Luke 22:1-20; I Co
         11:20-28
   C. Through the Church
      1. The Commission
         Matthew 28:16-20
      2. Support of the Churc
         I Cor. 16:2, 13:3
         Acts 20:35
      3. Service in the Church
         Acts 6:1-8, 8:26-38

The Practical Information Perio
—thirty minutes.

This could be one of two discu
sions on methods of teaching. Th
lesson could deal specifically wit
storytelling, lecturing and th

uestion-answer type of teaching. The following books from the Teacher Training and Leadership eries will serve as resource material:

Chapter 7 from *Ways of Teaching* by Andersen.

Chapter 2 from *God's Master Builders* by Nolde and Hoh.

Part 1 of the filmstrip "The Teacher Teaches" from the LEAV Kit is another possible resource.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for March meeting. Refer to "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

For Your May Meeting

The purpose of this meeting would be to make plans for the June Sunday school sessions.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "This, the Life."

I. A World Created
Genesis 1:1, 3:1

II. A Promise Given
Genesis 3:15

III. A Promise Fulfilled
John 1:14-17

IV. A Faith Prepared
Exodus 14:13; Romans 3:28; Ephesians 2:8-10

V. A Life to Be Lived
A. Fruits
II Timothy 3:14-15; James 1:22; Galatians 5:22-23
B. Discipleship
Matthew 4:19; John 13:35, 8:31-32
C. Prayer
Ephesians 2:18; James 4:8a; I John 5:14-15
D. Service
Psalm 100:2

VI. A Promise Continuing
Matthew 28:20b; John 5:17

The Practical Information Period—thirty minutes.

This will be the second discussion on methods of teaching. This lesson could deal with the use of discussions, activities, drama, music, etc. The following suggestions are given as possible resources:

Chapters 8 and 9 in *Ways of Teaching* by Andersen.

Parts 2 and 3 of the filmstrip "The Teacher Teaches" from the LEAV Kit.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the March meeting and the "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

Helps for Teachers of Kindergarten

by Elaine S. Olson

Based on Christian Growth Series Kindergarten II, Spring Quarter

HAVE you re-read page four of your Teacher's Guide recently? In each quarter that page lists the desired outcomes from what you are teaching the children in your department. The picture of Jesus visiting with a family as represented on the leaflet for session seven expresses some of the general response which we wish to rouse in the children. The aims in these next units include leading the kindergarten children to feel such joy in knowing the love of Jesus that each child can p e r s o n a l l y say, "Jesus is *my* friend." Also it is intended to help kindergartners grasp the idea that they can respond to this love, and in turn show their l o v e for Jesus by helping others. This is all part of the more grown-up terms on page four of fellowship with God, Christian faith and Christian living.

Very likely you have made plans for rearranging the lesson order at the close of the Winter Quarter so that the Palm Sunday s e s s i o n comes on April 14, and the Easter session on April 21. Possibly Unit C of the Spring Quarter will fit into the three Sundays ending April 7. If there are but two Sundays before Palm Sunday for which lessons are needed perhaps it would be better to use the lessons from Unit B, s e s s i o n s four and five. These lessons on helping Jesus would fit in well after the stories about Jesus helping a boy and girl. Notice how often that word "help" is used? Each time it will help in presenting the Advance for Christ in Missions of Mercy which will be explained in e a c h department and organization of your church. Your superintendent can help you ascertain the date on which the dime books will be presented to the children. You can make good use of previous and succeeding lessons to present the thoughts on giving aid to others who need help. Even the turnover chart for Advance for Christ may be a d a p t e d so that

Miss Olson is a member of the staff of Augustana's Board of Parish Education.

parts of it can be used to inform kindergartners. The children will sense the importance of the Advance for Christ if they are led to

see how this will be carried on in churches all over the country at the same time.

Considering giving and teaching children about financial aid, have you really looked at your offering receptacle recently? Is it neat and clean? Children are impressed by circumstances which surround an act as well as by the act itself, and the offering may seem unimportant if the box or tray is handled carelessly. We want everything in our worship to be "special." The dedication of the offering should be a meaningful portion of worship also. Think of the members of your class and their understanding as you consider how the lesson idea may be correlated with the purpose of giving. Suggestions may be found in your Teacher's Guide under worship.

Encourage the children to share with their parents what they have learned in class. Call their attention to the note addressed to parents in most of the lesson leaflets. Check the leaflet, and if the memory verse is not included write it in with the reference near *The Parents' Part.*

The memory verse should be brought naturally and often into the story telling and conversation. Then when you wish to review it with the children they will know it without tedious drill which has no defined application to living. See the helpful suggestions in your Teacher's Guide, for example, in session six on "Doing the will of God from the heart."

He is risen! The joy of this message can easily be caught by the children. Pay close attention to your presentation of the Easter story for what the child learns now will be a basis for continued faith in the resurrection for the rest of his life. The theology of any new

song should be considered carefully also before the words are taught to the children. "The Smallest Flowers Seem to Know" is a song

for Easter which may be sung appropriately for many weeks.

One rewarding part of teaching is the spiritual self-examination which is often required as one prepares a lesson for others. What do I believe, how does the Bible present it, and how do I state this in the language of the age group which I teach? Although the adult terms are not used there is a great deal of theology presented in Unit A. Praise God for the opportunity to help these little ones know God.

Helping Jesus Where We Live, Unit B, will be appreciated by parents, even those who have no personal faith in the Savior, Jesus Christ. As the children learn to apply these lessons to daily living the parents will see the influence

of the church school. For families who may inquire about a book to use at home to emphasize the theme of these sessions, you may suggest "It's Fun to Be Nice," by Wanda Bell, published by the Warner Press, Anderson, Indiana. A Teddy Bear and a Raggedy Lou doll show by their actions how children should act and should not act in their relations with others. A few simple Bible verses are given to substantiate the lessons.

The unit on Timothy is appealing because we have some indica-

tion of the boyhood influences on his life. If the church has a facsimile of an Old Testament scroll use this on the browsing table so the children may examine it before the class session. If there is none it is not difficult to make one from dowel rods and a length of scrap window shade material. Knobs may be made from small spools nailed to the rod ends. The portions of Paul's letters to Timothy which are the basis of the lesson should be indicated in the class Bible. Underline and mark around the passages with red pencil. Then point out to the class that the letters for Timothy were really written by Paul, and have been preserved for us in the Bible. For the

eacher, too, it is important to know the Bible basis for every lesson.

Evaluate your teaching—not just at the end of a quarter, but at the end of each unit, and often in re-considering a lesson. This will help you in future preparation, and sometimes in determining the *why* for unwanted responses among the boys and girls. Evaluation should be from both a positive and negative point of view—do not "load" it against yourself.

The secret of successful teaching is preparation. First, personal preparation is essential. Pray for an open spiritual mind in study, and for sensitive awareness of the needs of individual pupils in the class. Read the Bible basis for the lesson being prepared, consult reference books as you may need them to understand the Bible readings. Read a good Bible story book to get a presentation in child's language. Consider the aims in the light of the individual pupils in the class, and your evaluation of results of previous lessons. Plan your lesson and prepare your materials, making good use of the helps in the Teacher's Guide, but bearing in mind that they may be adapted to your own situation as you see fit.

Have spring fever? Want adventure? Here it is, each Sunday as you meet your class, and in years ahead as your work bears fruit in human lives.

Helps for Teachers of Primary

by Sister Gertrude Hill

Based on Christian Growth Series Primary I, Spring Quarter

WITH spring comes the joy and anticipation of a renewal of life. There is a freshness and awakening of the Lord's creation. The resurrection message gives strength and hope to the Christian in the completion of God's work of redemption and in a confirmation of faith in the future resurrection of the dead. The resurrection of Christ thereby proved the existence of a living and life-giving God. We are challenged by the power of the resurrection of Christ to use the opportunities to help primary children grow in the Christian faith.

As we examine the Spring Quarter we discover three units which present the resurrection message, Bible rules for Christian living, and the Lord's creation. The keynote for the entire quarter can be summed up in one word—Life. Unit A emphasizes the life which is eternal through Christ's resurrection. Unit B points out the rules for Christians to follow in their daily lives. Unit C stresses the constant care of the life-giving God for His creation.

This, then, gives us a brief survey of the content in the revised Christian Growth Series for the primary department we are to teach during the Spring Quarter.

Since Easter will be the third Sunday of April, there will need to be a rearrangement of the lessons for the end of the Winter Quarter and the beginning of the Spring Quarter. As was suggested in the December issue of The Church School Teacher, lesson 13 of the Winter Quarter should be taught on Palm Sunday (April 14) as the lesson refers to the Triumphal Entry of Christ. By keeping this lesson in reserve, a

Sister Gertrude Hill is a member of the staff of the Augustana Board of Parish Education.

unit of three lessons, possibly Unit C of the Spring Quarter, can be inserted for the two remaining Sundays in March and the first Sunday in April. With such a rearrangement the first eleven lessons in the Winter Quarter would then be completed by March 17, thereby leaving lesson 12 for the last Sunday in April. Lesson 12 can readily be integrated with Unit A of the Spring Quarter since it is a continuation of the same topic: Jesus, the Friend of Boys and Girls.

Teachers' Sessions

Primary teachers find that departmental sessions each month are most helpful in lesson planning. At these meetings the teachers discuss the Bible basis and aims for each lesson. They note and consider the suggestions in the Teacher's Guide which will determine the procedures to follow in accomplishing the desired aims. The teachers realize full-well that lessons are not an end in themselves. After all, teachers are helping children to be receptive to the truths in the lessons for the strengthening of each child's faith in Christ.

You may find it helpful, as others have found it, to make marginal notations in the Teacher's Guide in working out the lesson plan. There you can check the aims to be accomplished, materials needed, the procedures to follow in presenting the Bible story and memory verse, and the activities which will be an outcome of the lesson.

However, each teacher must work out the specific adaptations for the session plan. There are the teaching pictures to be selected. The Christian Growth Series Picture Sets are excellent resources. Picture 11 of the Primary I set, entitled "What Is David Singing?", would enhance the presentation of the story of David in lesson 6. Two pictures helpful in teaching the creation stories in Unit C are pictures 12 and 13 in Beginners I set.

Lesson Aids

The following books: *Jesus and His Friends* by Mary Alice Jones, *Bible Events* by Ruth S. Gray, and *Bible Heroes* by Ruth S. Gray, will be excellent for browsing as Unit B is taught. *God Planned It That Way* by Carolyn E. Muller is a very good book to use with Unit C in presenting the events of the creation. Books are available through the Augustana Book Concern, Rock Island, Illinois.

The missionary packet for kindergartners and primaries contains stories which are correlated with the Spring Quarter. For instance, the story of Jimmy Yen (China) works well with lesson 9 in Unit

B. Missionary packets for various age levels may be ordered from the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

We note that some sharing activities are suggested for this quarter, such as, making May baskets to bring to shut-ins or aged, greeting cards for Mother's Day, and a "Sunshine Box" for a sick child. Several class projects—a scrapbook illustrating Bible rules for happy living, a worship booklet, and a frieze depicting the events of creation—would, a l s o, be interesting group activities. It will not be possible to follow through on all these activities. Therefore, each teacher will consider those which will be of interest to the children and are a culmination of the lesson. There will be the time schedule and the facilities available for carrying out the desired activities w h i c h will also be determining factors.

The Advance

Two special things will be emphasized throughout the Augustana Lutheran Church which we will want to include in the preparation for teaching this quarter. On April 7, known as V-Day, the Sunday schools will give special emphasis to the Advance for Christ in the Missions of Mercy when dime books will be distributed to the children. A turnover chart, previously sent to each congregation, can be readily adapted by the primary department l e a d e r or teacher in motivating the children to s h a r e in their concern for the sick, strangers, poor, aged and children. Just think what the opportunities for sacrificial giving and training in stewardship will do toward influencing the ministry of the Augustana Church for the next generation through this Mission of Mercy.

It will be a thrilling adventure for the children to participate in this ingathering of two million dollars in h e l p i n g needy boys and girls, homeless seamen, and others.

L.W.A.

The other special emphasis will be Lutheran World Action Sunday on May 5th. Primary children will have further opportunities to participate in sacrificial sharing as well as to realize somewhat the scope of world missions.

We have a joyful message to present throughout t h i s quarter. With it comes the thrill of bringing each child into a closer fellowship w i t h the living and loving Savior. That means, too, that as teachers we will need that fellowship with the Lord as we pray, meditate and work in the preparation and presentation of the lessons which will be a blessing for each teacher and each child.

Helps for Teachers of Juniors

by Mary Nordlund Shuey

Based on Christian Growth Series Junior I, Spring Quarter

THE Advance for Christ in Missions of Mercy is an integral part of the program of the church. The emphasis fits well into this new quarter, *The Junior in Church.* The thirteen lessons in the quarter have not been grouped into units but the following is suggested:

Unit A—The Pastor and His Work, lessons 1-3

Unit B—The Congregation at Worship, lessons 4-7

Unit C—The Congregation at Work, lessons 8-13.

If, after having read the entire quarter, you wish to divide it similarly, then write the groupings on the contents page in your Teacher's Guide. The aims and Biblical bases are given for each lesson. Study and evaluate them. Then rewrite them in your own words so they become your own.

In order to do the most effective teaching, you will need to set up quarterly aims. Go through the individual lesson aims and find the threads of thought throughout the quarter. Some suggested aims are:

1. to help the juniors grow in appreciation of their church membership.

2. to help them grow in reverence and respect for all that pertains to the Church.

3. to help them grow in their Christian faith, so they may experience the joy of serving Christ in His church.

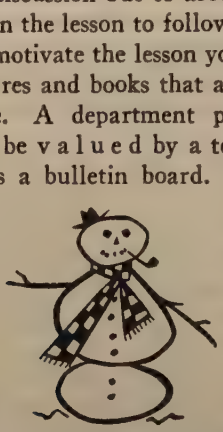
April 7 is one of the highlight days in the church school. In most churches the new quarter is begun. Also, this day has been designated as V-Day, when visitations are made to every home.

Lesson one in this spring quarter is titled "Easter Sunday at Church." Even though it is two weeks before Easter it may serve as a preparation for that day. To correlate the two emphases of that day, the teacher may add another aim, namely, to recognize the privilege of having a part in sharing

Mary Nordlund Shuey is staff worker for Augustana's Board of Parish Education.

this victorious Christ with others.

In the pupil's Study Book, each lesson is introduced with a story which could occur in the life of a junior. It is there not for the purpose of discussion but to arouse an interest in the lesson to follow. To further motivate the lesson you can use pictures and books that are appropriate. A department picture file will be valued by a teacher who uses a bulletin board. Some



children may want to contribute to this source material. This type of sharing will alert them to what they can do.

The juniors should become aware of the vastness of the church's program. Not only are the local needs studied, but also there are suggestions for reaching out to others. Here is where the teacher can emphasize the Advance for Christ in Missions of Mercy.

The work of mercy is not new to the church. While here on earth, Jesus constantly ministered to those around Him. He met them on the level of their needs and then elevated them to a better life. So the church continues to work to meet the individuals in their various needs, ministering to their bodies by giving food and clothing, and to their souls by presenting Jesus as Savior and Lord.

The seven works of mercy emphasized by the Advance for Christ are: care for the sick, befriend the stranger and homeless, minister to the imprisoned, clothe and feed the poor, comfort the aged, protect the children, and counsel the troubled. If it has not already been done, The Advance for Christ turn-over chart could be used to present this work of the church. The goal of two million dollars, set by our church for social missions, can be presented in correlation with lessons seven and eight. In these lessons the pupils learn why we use the divided envelopes and where the money goes. A suggestion is that the dime books distributed on V-Day could be brought in on one of these Sundays. This sharing would be a fine culmination for lesson eight.

Several activities are suggested throughout the quarter. One of these is a booklet for keeping a record of one's own church attendance. Page 8 of the Guide describes this. Another activity is the Daily Bible Reading Chart illustrated on page 10 of the pupil's Study Book. These records may give the juniors the needed motivation for developing these habits.

Together with the pupils, plan the activities for the units. For Unit A a booklet or frieze could be made portraying some of the work of the pastor. List the duties as suggested by the children and then together select which should be illustrated or pictured. Also illustrated could be w a y s members help the pastor. See page 13 in the Guide.

A booklet illustrating and interpreting church symbols could be the activity for Unit B. Various symbols are shown throughout the quarter. The understanding of the symbols used in his church is important to the life of a worshipper. Symbols convey messages. Symbols other than the ones given in these lessons may be found in the local church. Use additional reference materials to f i n d their meanings. One excellent fifteen-cent book is *Symbols and Terms of the Church* by Howard R. Kunkle. Another is *Lift Up Your Hearts* by Ruby and Marcus Lornell. The b o o k l e t should be made as interesting and usable as possible. Pictures, drawings, historical data would add to its value. The completed booklet would make an interesting addition to the church library.

Many suggestions are given for activities in the lessons for Unit C. It could prove very worthwhile to invite one member of the church council to speak about the duties and privileges of those who hold r e s p o n s i b l e positions in their church. For the mission emphasis, perhaps one committee member of the Advance for Christ could discuss what the local church is doing for its work of social missions. In checking the promotional materials, you and the class may find ideas for posters, charts, diagrams, etc., which summarize the unit's work.

The basic memory work for the quarter is the Third Article of the Creed. If they already k n o w it, help t h e m to select verses from their lessons which would mean something to them. The filmstrip, *Sanctification,* from the Catechism Visualized Series, is an excellent help for gaining a deeper understanding of the Creed.

Do not forget to make frequent references to the *Junior Life* story paper. The stories and devotional materials correlate with the lesson of the day. Another source is the Christian Growth Through Sharing, 1956-1957 packet, s e c u r e d from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois.

May your life and that of the juniors grow richer as a result of this study.

Helps for Teachers of Intermediates

by Annette Johnson

Based on Christian Growth Series Intermediate I, Spring Quarter

EXTRA!—New series of lessons for the spring quarter. This material is so new that a final manuscript is not available to the writer as this article is being written. Thus, it has been necessary to write this article in a rather general nature.

"This Is My Faith," an entirely new series of lessons for the Spring Quarter, summarizes the essentials of Christian beliefs for the intermediates. As stated in the Teacher's Guide, the conscious purpose of this quarter is to help and encourage the intermediate (who has already in the two preceding quarters studied the Catechism) to think through his own Christian faith and to formulate that faith in his own words.

The Augustana Advance for Christ in Missions of Mercy Appeal, which will be in progress during part of this quarter, should offer a real opportunity to direct the class also to put their faith into action. Dime books are available for the contributions of the church school pupils. "Saving faith is always active in love toward one's neighbors."—Luther.

The material for this quarter will require some very careful and serious thinking and planning on the part of both you and the pupils. Read the Study Book and Teacher's Guide through carefully before planning any sessions. We are inclined to take our faith for granted and are often not able to express our faith in words to others. Before teaching the material for this quarter, you should review and formulate in your mind your own Christian faith. The books of the Leadership Education Series by Martin J. Heinecken, *Basic Christian Teachings* and *Truths We Live By,* are recommended for your study as part of your preparation for this quarter.

Go over the table of contents at

Miss Johnson is a member of the staff of Augustana's Board of Parish Education.

the beginning of the quarter with the pupils, so that they, as well as you, have an over-all glimpse of the sessions for the entire quarter. As an introduction to the quarter, you might have each pupil write a paper on what the Christian faith means to him. Have the pupils do this again at the end of the quarter so that they may see if they have grown any in their thinking. Impress upon the class the importance of having an intelligent grasp of the Christian faith.

Gift of Grace

Help the intermediates understand the difference between intellectual assent and "faith." Faith is a personal relationship. It is something that comes through hearing the Word of God and is a gift of God bestowed only through the means of grace, not as the result of our own efforts. In times when things may seem rather insecure for these young people, they should be shown that our Christian faith is one thing that is solid and sure, even if everything else seems to be falling apart. They should be led to see that only as they receive God and His will and purpose for their lives can they find real security and happiness.

The lessons for this quarter are divided into three units. Unit A, GOD AND MAN, consists of two sessions which set the stage for the lessons that are to follow. Lesson one reminds us of God's goodness to men—His protective care; His provision for our necessities of life; His goodness and love which went to such great lengths that He died to make men good. The 23rd Psalm and Romans 5:6-8 very well illustrate the goodness of God. Encourage the pupils to memorize the 23rd Psalm, if they do not already know it. Help the pupils to see that there is a distinct difference between the goodness of men and the goodness of God by making a comparison of the way in which man shows goodness and the way in which God shows His goodness. Have each pupil individually make a list of the ways in which God has shown His goodness to them.

A Contrast

Session two contrasts God's perfect goodness with man's sinfulness and points out that man has not measured up to God's goodness, and so a plan of salvation was a necessity. God's goodness, on the other hand, has made salvation a possibility and a reality.

Why is such a lesson as this included here? You must have the reason clearly in mind in order to do a good job in presenting the lessons that are to follow. Since the remaining lessons deal with the subject of salvation in Christ, before it can have real meaning for

us, we must first see our personal guilt and our inability to do anything about it ourselves.

Keep the aims for this lesson carefully in mind during the preparation and the teaching of this lesson. Be careful in teaching this lesson that too much emphasis is not placed upon the terrible sins of thugs and gangsters and not enough upon the common everyday sins of all men.

Three Questions

Unit B consists of seven sessions in which God speaks and acts. In these sessions, we see how God takes sinful man and changes him into a new man. This is accomplished by His speaking and acting in nature, in the Bible, in His Son, in the Holy Spirit, through the sacraments and through the church. All of the lessons in this unit are important in helping one to an understanding of his or her Christian faith, but lesson three is especially important because it points out the reason for eternal salvation. Reading and re-reading Luther's explanation of the Second and Third Articles and the sacraments should provide background and inspiration for presenting the lessons in this unit. In lessons seven and eight help the intermediates to see that the church and the sacraments are additional or supplementary ways of bringing to them the message of love and forgiveness. By the time you reach session ten, THE NEW MAN HAS FAITH, the pupils should have a good understanding of the way in which God works to bring them to a faith in Him. In this session there are three questions to which we want to find the answer: namely, *What is faith?, Why is it necessary that we have faith in Christ?,* and, *What is the object of your faith?* After a discussion of these questions have the pupils put into their own words the meaning of Christian faith. This may be done in writing as suggested at the beginning of the quarter.

Fruits of Faith

Unit C consists of four sessions which point out that God, through the various means mentioned in the previous unit, changes sinful man into a new man who lives forever in close communion and fellowship with God. There should be a tie-up between session ten and eleven, bringing out the relationship between the Christian faith and the kind of life a Christian is to live. Christian life grows out of Christian faith. This lesson in particular will provide a good opportunity to re-emphasize the Advance for Christ in Missions of Mercy appeal by helping the pupils to see that our faith is not just what we believe, but the extent to which

our beliefs compel us to spend our lives for those who need kindness and understanding. As suggested in the Teacher's Guide, read the letter to the Colossians very carefully in preparation for this lesson. Have the pupils make a list of the ways in which they can express their faith to others through their daily living.

In session twelve, the main emphasis needs to be put on helping the pupils to realize that prayer is one of the most important means of strengthening our Christian faith. Since prayer was studied during the winter quarter, this would be an opportune time to refer to those lessons as they tie in with this lesson. Lesson thirteen brings us to the climax in the series of lessons for this quarter. This is the lesson for which the whole series of lessons for this quarter has been aiming, to bring the intermediates a little farther along on the road of eternal life. The aims should be kept clearly in mind during the preparation for and during the teaching of this lesson. Help the pupils see that "eternal life" is a gift from God, that God's will for man is eternal life, but that there are certain conditions that each of us must meet. Take some time during this last session to review the lessons for the entire quarter.

As suggested in the Teacher's Guide, a Notebook of Faith might be kept by each pupil as a project for this quarter. Pre-session time may well be used for notebook work, but reference may be made to them during the regular class session. As another project for this quarter, a diagram might be worked out by the pupils illustrating God's Plan of Salvation.

The lessons of this quarter present an excellent opportunity for some good carry-over into the worship period. Suggestions in the Teacher's Guide may be used, but the pupils should be given opportunity to participate in planning and carrying out of the worship period.

Helps for Teachers of Seniors

by Rev. Karl U. Landgrebe

Based on Christian Growth Series Senior I, Spring Quarter

"YOUTH'S World" is the heading designated for the Senior I Christian Growth material for the third quarter. It is as practical and timely as the '57 models, and is "geared" to the *You* in Youth.

At the outset, remind the class that they are living in an age of tension and trouble which has broken the sound barrier and exploded the H-bomb, but has found no real peace and security. Into this kind of world of "hard knocks" youth will soon venture. Yet hold out to the class that they are going into and are in "God's World." Christ is still Lord.

Unit A

This section talks about work and serving God and others with selfless devotion. Pinpoint here especially the crying need today for Christian leaders—Lutheran leaders in all fields. We need more Florence Nightingales, Lincolns, Luthers, Livingstones, Schweitzers, Luther Youngdahls, and Bishop Liljes. An education will help!

However, point out that "head" learning is not enough. Someone once commented that Mr. So-and-so was an educated man because he spoke eight languages. A friend reflected he might be a liar in all eight. Get the point?

We need also "heart" knowledge received at Jesus' feet. There is where we learn that work is service to others. Discuss Matthew 20:27, the theme of our Leadership Training Schools. All great men live by that truth.

In Lesson 2 remind the class that we are not to be "spiritual sponges" who soak in all the blessing and give nothing in return. We are to be streams of service. The Christian's motto might well be that of the Rotary International, "Service Above Self." Consider carefully Romans 12:1, Matthew 20:27 and 23:11. In think-

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ing of our talents and our jobs we should not ask, "What will I get out of it?", but rather, "What will it do for me in respect to serving others?"

The challenge in Lesson 3 is clear, "Am I called to do Church work?", "Should I seriously consider full or part time Christian Service?" There is a grave need for more Church workers. Refer to material in Guide.

In this respect let the class ponder the thought pattern of John 6:1-12. First, presentation: present our talents to the Lord. Secondly, dedication: let the Lord bless what gifts and t a l e n t s we have. Thirdly, multiplication: let Him show us where He can best use our t a l e n t s and multiply them. In other words prayerfully give ourselves to God and ask Him to use us where we will be of greatest service.

Point out clearly that even if every door to advanced education seems closed, a person can serve God and man at any honorable task, and feel called of God.

Wrap up this Unit in the napkin of thought, "The fear of the Lord is the beginning of wisdom."

Unit B

Our f o c a l point is gradually broadening. In the first Unit we consider self in the light of work and Christian Service. In Unit B we broaden our responsibility to include the nation.

In a day when so many feel the government owes them a living, true Christians see the d u t i e s, privileges and blessings, at the hand of God, we receive in this country. Consult page 18 of the study book.

As earthly citizens we must deal with people and the government in the light of God's Word. Discuss especially Romans 13:1-4. Do we adhere to a government even when it opposes God's will? Think of Niemoeller, Lilje, and Bergrav. Romans 13 was written before the concept of a democratic government. If a democratic government is amiss are we in part to blame? As Christians remember Acts 5:29 and Matthew 22:21.

In pondering Lesson 5 pose the question to the group, "My country right or wrong, always my country." What is w r o n g with that statement? In a democracy we are all part of the government and should say, "My country right I'll help to keep her right, and wrong I'll help to make her right." Such a spirit recognizes that Christ through the Spirit can change men and nations. Consider Zechariah 4:6 and Psalm 33:12.

Lesson 6 calls forth two paramount thoughts. First, God created all men of one blood (Acts 17:26). Secondly, Christ died for all men.—(J o h n 3:16-Matthew

18:11.) As Christians are touched by the impact of this, they will see that we are all one in Christ and God-pleasing relationships will result with our fellowmen regardless of color, race, or creed.

Unit C

Our s c o p e is ever widening. This time into w o r l d responsibility. Let this thought w e a v e through Lesson 7 and Unit C, "Don't Be a Dead Sea!" This sea has a stream leading in but no exit of escape. Hence, it is stagnant, no life within or around. Remember now that Christians are responsible citizens. We dare not bury our heads, ostrich-like, in the sand and shirk duty. We must be streams of service, a "salt" and a "leaven" to the world. LWA and LWR have given over 100 million dollars to help 75 countries. Love's working arm must so continue. Evaluate Ephesians 6:10.

In Lesson 8 the World Council of Churches' recent theme comes to mind, "Christ—the Hope of the World." Have the class envision a picture of "The Inviting Christ" holding a globe in the hollow of His hand. As this Christ, in spirit, rises up as the only hope of men and nations against back drop of tears and turmoil in world, consider the G o l d e n Text in the G u i d e—Deuteronomy 30:19. Close the session by all praying, "Lord, change the world, beginning with me."

In Lesson 9 let Christ stand out as *the* authority and inspiration for missions. Dramatize the mandate from the Master—Matthew 28:18ff. Grave need today! Reports say there are perhaps 100 times more Communist "missionaries" than Christian. Ponder!

In Lesson 10 emphasize that as Christ is enshrined in men's hearts, in similar ratio wars will diminish in the world. Christ alone is the Prince of Peace.

Unit D

In t h i s concluding Unit and Lesson 11 two things stand out. Man is the problem and Christ is the answer. Science must be in the hands of men who have been to Calvary, otherwise untold h a v o c can result. True science and the Bible are not at odds.

Lesson 12 presents a great youth problem. The path of least resistance is so easy to follow. Youth w a n t s to "belong, at any cost." Meditate on—Romans 12:2. Dare to live differently for Christ. Is your faith showing?

In Lesson 13 study the warning —Revelation 3:16, 16. W i t h a great C h r i s t i a n may each say, "Christ has all there is of me." There is no middle road—Matthew 12:30. *Look to Christ and live!*

Let It Be Known

by Bruce Sifford, *Director*
Augustana Audio-Visual Service

THE question is often asked, "Can the modern means of communication be used in promoting the Sunday school program?" The answer is an unqualified yes. Perhaps the Sunday school has not used the press, radio and television as often as it should.

Stories about children rank second in reader interest in the secular press. Therefore, what the children are doing in our Sunday schools will interest the editor. This is particularly true in small town and neighborhood newspapers.

True, the editor will not be interested in an article on the regular Sunday-to-Sunday program, but in every Sunday school there are projects that are unusual and the editor will often be glad to run feature stories on these.

Costume pageants by the children are often welcome as a picture feature story in the newspaper. It is well to bear in mind that a newspaper is interested in news and when we remember that it is the unusual that makes news, anything unusual that a Sunday school does the editor usually will send a reporter or a photographer to cover if the Sunday school teacher or superintendent will call him.

Quiz programs and panels are very popular today on radio and television. Several Sunday schools have successfully conducted this type of program using Sunday school classes as participants. At Easter and Christmas radio and television stations will often welcome a children's program.

While it is true, as often stated, that this type of promotion does not help the teaching program of the Sunday school, such publicity does help the Sunday school in general. Matter of fact, such pro-

motion should not be considered as a part of the teaching program; but it can serve in stimulating interest in the Sunday school. It can for example promote attendance because it makes those persons who do not attend church aware of the program of the church. Such news stories and radio and TV programs create interest in the Sunday school among children in the neighborhood who do not attend Sunday school. And such stories can awaken in parents the importance of the work the Sunday school is doing.

Newspaper editors, radio and television program directors are as a whole willing to co-operate with Sunday schools, but the initiative must come from the superintendent or the teacher or the pastor. As in all public relations work it is well to become acquainted with these men in your neighborhood. Call on them and talk with them about your unusual projects. Do not be discouraged if your first attempts are not successful. Try again the next time you have something you believe is newsworthy, and eventually the Sunday school will receive its share of newspaper space and radio and television time.

Send Your Roots Deep Down

O Tree of Calvary,
send your roots deep down
into my heart.
Gather together the soil of my heart,
the sands of my fickleness,
the stones of my stubbornness,
the mud of my desires.
Bind them all together,
O Tree of Calvary,
interlace them with Thy strong roots,
entwine them with the network
of Thy love.

From The Cross Is Lifted
By Chandran Devanesen
Friendship Press, Publishers

Home-spun Psychology

by Vendla Salmonson

PSYCHOLOGY is a much-used word these days. We hear it referred to in almost all fields of service. It is stressed in sales work, in teaching, medical and legal professions and in labor-management relationships. In fact it would be difficult to name a field in which psychology is not used.

Most Sunday school teachers have had little formal training in this subject. Yet as parents, who make up the majority of the teaching staff in our Sunday schools, we use it constantly.

In teaching we soon learn that a certain amount of psychology is required to hold the attention and interest of our pupils, and to keep them coming Sunday after Sunday. This is something we learn without too much specialized training. We also learn that we must use different techniques with each class, yes, with each person, to assist the individual to develop into a full Christian personality. As Sunday school teachers, we must depend a good deal on our own initiative in dealing with pupils too!

At present I teach a Senior class. I have learned that some of the boys, especially in that age group, seem to feel it rather "sissified" to take home a Sunday school paper. I suppose this is a common occurrence with young people. Many Sunday school teachers have told me that they can't get the children to take their papers home. They find them in the seats after they leave, or scattered about the grounds.

Trying to remedy this situation one Sunday as class was being dismissed I casually mentioned, "Do not miss the fine story in the paper this morning. You boys especially will like it. It's a football story and real exciting! Let me know next Sunday how you liked it." Every paper was taken! The next Sunday I had many enthusiastic reports of that story, and several pointed out other features in that issue they had liked also.

Mrs. Salmonson is Senior Department teacher in Moline's Calvary Church. She is active in the Quad-City Lutheran Sunday School Teachers' Association.

A few Sundays later I again mentioned something that I felt was of special interest to the pupils. Another Sunday a story appeared that pertained especially to Luther Leaguers, so I stressed that League leaders would get some good pointers from that story to become better Leaguers. Then there were basketball tips and magic tricks, which I found several of the boys had tried out. Now they are also reading the little devotionals, one of the most important features of the papers. I seldom need to say anything about the papers now; they just pick them up as they leave!

At our teachers meeting we decided to tell the pupils at the beginning of the year that these papers are a gift to the pupils from the Sunday school. They are not *free,* but paid for by the Sunday school.

Here Is Quality

Our Augustana Church has the very finest Sunday school papers available. You need only to read these papers to discover this. Only material of the highest calibre, carefully edited, is used.

Doesn't it seem strange that many times we parents who give our children only the best food to make their bodies strong, who do all we can to teach our children value, and that all things that appear flashy and gaudy are not always the best quality, are permitting these "non-denominational watered-down" papers to take the place of our own fine papers in some of our Sunday schools? Now the criticism may not always be of the actual stories in these picture type papers, but as we all know, it encourages the laxness of reading habits, which in this day can well stand much, much stimulating! (Look at the statistics offered by our colleges and universities today on the status of *college students* in reading and spelling!)

No Magic Formulas

Visual aids are all right certainly, but they should be *aids* only. We hope that you too may benefit from our experiences. We are sure that teachers and superintendents who themselves read the papers, and encourage and stimulate interest in the contents of our papers among their pupils will be richly rewarded.

Teaching Seniors has its problems and naturally there is no cure-all or magic formula and likewise there is no substitute for prayerful preparation, continued study and good common sense!

If you are having difficulties try a little home-spun psychology. It may be the beginning of a new thrill in teaching!

AUDIO-VISUALS FOR USE WITH THE CHRISTIAN GROWTH SERIES

SPRING QUARTER
April, May, June, 1957

Throughout the church there is a growing awareness that audio visual materials belong in the classroom primarily and that the large reservoir of church-school related films, filmstrips, slides and recordings should be used as regularly as flat pictures, maps, blackboards and other aids to teaching—and that the same procedures apply in all cases. All such aids need to be used in the light of chosen Christian purposes, related to the felt needs of the class and used in the best way to assure maximum learning.

This applies to the resources below. In many lessons there are a number of good audio visuals. The teacher must choose one, preview or audition it, plan for its introduction at a good point in the lesson, provide skillful presentation and be sure to see that "follow-through" is provided. Although such "tie-in" with any lesson is work, it is sometimes helpful to use the older pupils. In actual equipment operation, it is always good to use a trained young person.

The late date for Easter may make it desirable to shift several lessons in the beginning of the quarter.

Filmstrips may be purchased or rented from Augustana Audio Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota. Wherever possible, it would be helpful to purchase filmstrips and add them to your audio visual library.

Abbreviations are as follows: F, for film; Fs, for filmstrip; Sfs, for sound filmstrip (with recording); S, for slides; R, for recording.

This article has been prepared by the Rev. George Ammon of ULCA's Board of Parish Education staff. It has been adapted for Augustana churches by the Audio-Visual Department.

Primary I—Spring Quarter
LIVING THE BIBLE WAY

Session 2—Everybody's Friend
Fs—The Life of Christ—Part I—Annunciation to Transfiguration—38 frames, color, script. Sale, $5.
Fs—The Life of Christ—Part II—From the Transfiguration to the Great Commission—37 frames, color, script. Sale, $5.

Session 5—Be Peacemakers
F—King of the Block—15 minutes, b&w. Rental, $5.

Session 6—Always Try to Do Your Best
F—A Bigger Reward—15 minutes, b&w. Rental, $5.

Session 7—Help Each Other
Fs—Naaman and the Little Maid—31 frames, color, script. Sale, $5.

Session 9—Be Thoughtful of Others
F—Tokens of Love—15 minutes, b&w. Rental, $5.

Session 10—Worship at Home
Sfs—At Home with God—70 frames, b&w, with 78 rpm recordings. Rental, $2.50; Sale, $15.00.

Session 13—God at Work Today
F—**"God's Wonders" series**—a half dozen 10 minute color films. Each rents at $5. Titles, "God's Wonders in Flowers," "God's Wonders on the Farm," etc.

Junior I—Spring Quarter
THE JUNIOR IN CHURCH

Session 1—Easter Sunday at Church
Fs—**The Resurrection Story**—25 frames, color, script. Sale, $5.
Fs—**The First Easter**—33 frames, color, script. Sale, $5.
Fs—**Symbols of the Faith**—50 frames, color, script. Sale, $5. (With LP recording add $2.50.)

Session 6—Music Helps Us Worship
Recordings of hymns such as "A Mighty Fortress" and music by Johann Sebastian Bach would be useful.

Session 8—Our Offerings Help Others
Sfs—**The Travelin' Man**—75 frames, color, script and 33-1/3 rpm recording. Rental, $2.50.

Session 10—Who Are the Church Members?
Fs—**Sunday Around the World**—40 frames, color, script. Rental, $2.50; sale, $6.

Session 13—Going to Church
F—**Harvest of Years**—34 minutes, color. History of the Lutheran Church in America. Rental, $10.

Intermediate I—Spring Quarter
THIS IS MY FAITH

Session 2—Man Has Not Measured Up
Fs—**Why Do We Live?**—34 frames, b&w, script. Sale, $3.

Session 3—God Speaks in Nature
F—**God of Creation**—40 minutes, color. Rental, $12.50.
F—**Voice of the Deep**—30 minutes, color. Rental, $10.

Session 4—God Speaks in the Bible
F—**45 Tioga Street**—32 minutes, b&w. Rental, $9.
F—**Bible on the Table**—28 minutes, b&w. Rental, $8.
Fs—**The Bible Through the Centuries**—60 frames, color, script. Sale, $5.

Session 5—God Speaks in His Son
Fs—**Redemption,** 2 parts—each 40 frames, b&w. Sale, $6 for 2.

Session 6—God Speaks in the Holy Spirit
Fs—**Sanctification,** 3 parts. Sale, $9.

Session 7—God Speaks Through the Sacraments
Fs—**Holy Baptism**—47 frames, b&w. Sale, $4.
Fs—**The Lord's Supper**—46 frames, b&w. Sale, $4.

Session 8—God Speaks Through the Church
F—**Fire Upon the Earth**—26 minutes, color. Rental, $10.

Session 11—The New Man Lives the Christian Life
Sfs—**Seek Ye First**—70 frames, b&w with 78 rpm recording. Rental, $2.50; sale, $10.
Fs—**Guide for Living**—29 frames, b&w. Sold as part of kit "Living for Christ," $9.

Session 12—The New Man Prays
Fs—**Christian Prayer**—52 frames, b&w commentary on filmstrip. Sale, $4.

Session 13—The New Man Has Eternal Life
F—**The Miracle of Love**—45 minutes, b&w. Rental, $12.50.

Senior I—Spring Quarter
YOUTH'S WORLD

Session 2—One's Lifework for Self and Man
F—**Choosing Your Life's Work**—15 minutes, b&w. Rental, $5.
F—**The Difference**—45 minutes, b&w. Rental, $12.

Session 3—One's Lifework for God and Man
Sfs—**Seek Ye First**—72 frames, b&w with LP recording. Sale, $9.
F—**In His Name**—40 minutes, b&w. Rental, $10.

Session 4—What Do We Owe Our Country
F—**Christian Citizenship**—15 minutes, b&w. Rental, $5.
Sfs—**The Measure of a Man**—74 frames, color, with LP recording. Rental, $2.50. Sale, $15.

Session 5—Christ As the Savior of a Nation
F—**Sound of a Stone**—30 minutes, b&w. Rental, $6.

Session 6—Americans All—Or Not?
F—**More for Peace**—44 minutes, b&w. Rental, $10.
F—**That They May Hear**—30 minutes, b&w. Rental, $9.

Session 12—Rubber Stamp Humanity
F—**Missionary to Walker's Garage**—3 minutes, b&w. Rental, $9.

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EXPAND your Sunday or Church School program through the use of effective Christ-centered story papers, correlated with the popular Christian Growth Series, designed to aid the young people in mature Christian development.

'TIL 8 STORIES for the Beginners and Primary departments. JUNIOR LIFE for the Junior department, and TEEN TALK for the Intermediate and Senior departments. These papers are tools for you to use.

Write Circulation Manager, Augustana Book Concern, Rock Island, Illinois for free sample copies.

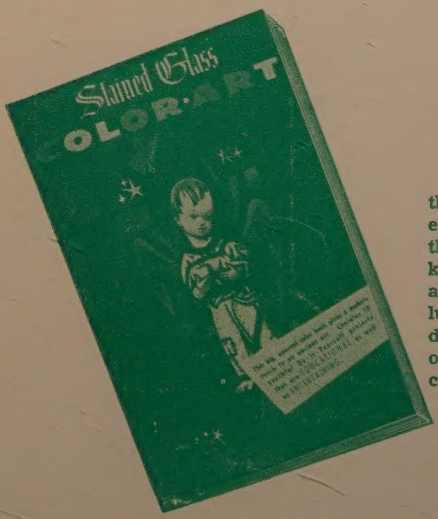
FASCINATING ACTIVITIES

for Church and Home

CHRISTIAN SYMBOLS

By Ruth Case Almy

Christian Symbols, "the Sign Language of Our Faith," can easily be mastered and applied in the modern church, the author of this fascinating study illustrates. In a large (9"x11½") packet are included the sketches of 53 religious symbols, their meaning and reference in the Bible; patterns for full-size Latin and Celtic Crosses; descriptions of 35 Cross adaptations, and a pamphlet containing historical and resource material. **No. 4122. 85 cents**



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